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ABSTRACT

In recent years, many dramatic changes have occurred in the field of adult and continuing education. Enrollments in the Federal adult basic education (ABE) effort alone have increased from 536,000 in 1970 to over 2.5 million students in 1985, with over one-fourth of these participants being Black or Hispanic. In 1985, Congress has reauthorized the legislative mandates for the adult vocational education programs, the national literacy effort has continued its efforts to bring the issue of adult literacy to national focus, and private sector involvement and support have continued in all areas of adult education. Included among the many projects in the area of adult education currently receiving support from the Department of Education (DOE) are the following: ADVOC-NET, a telecommunications network designed to increase cooperation among leaders in adult and vocational education; the National Literacy Awareness Campaign, an effort to recruit volunteer leaders and tutors; and the Federal Employee Literacy Training (FELT) Program. In addition, DOE has established a number of task forces to examine ways of enhancing opportunities in adult education. Two particularly noteworthy task forces are one focusing on ways of infusing entrepreneurship education throughout the U.S. educational system and another that is involved in devising ways to increase the Nation's defense preparedness by raising basic skills levels among members of the Armed Forces to meet military job needs. (MN)

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ADULT EDUCATION OPPORTUNITIES

BY

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STATE DIRECTORS OF ADULT EDUCATION

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THIS IS A "TIME OF GREAT OPPORTUNITY, CHALLENGES, AND RESPONSIBILITY!"

MY ASSOCIATION WITH THE ADULT EDUCATION FIELD HAS COVERED MANY YEARS. AND I HAVE ENJOYED THE ACQUAINTANCE OF A NUMBER OF YOU OVER THOSE YEARS -- TO NAME A FEW, LUTHER BLACK, JOHN RYAN, BRENT GUBLER, BOB ALLEN, BARRY SEMPLE, AND LUKE EASTER.

THIS PERIOD HAS BEEN ONE OF GREAT ACCOMPLISHMENTS.

DURING THE LAST 2 DECADES OF THIS CENTURY ADULT EDUCATION WILL BE IN THE FOREFRONT OF A MASSIVE EXPANSION OF ADULT LEARNING. BY 2000 A.D. THE POPULATION OF THIS COUNTRY WILL BE DOMINATED BY PERSONS OF THEIR MIDDLE YEARS. THE NATIONAL CENTER FOR EDUCATION STATISTICS REPORTS THAT THE LARGEST AGE GROUP WILL BE 30 TO 44 WITH THE 45 TO 64 AGE GROUP FOLLOWING CLOSELY BY THE YEAR 2000. NEARLY 60% OF OUR POPULATION WILL BE OVER 30 YEARS OF AGE!

MANY CHANGES HAVE TAKEN PLACE SINCE 1971 IN THE ENTIRE REALM OF EDUCATION. SOME OF THE MOST DRAMATIC CHANGES HAVE OCCURRED IN THE FIELD OF ADULT AND CONTINUING EDUCATION. SOME OF THE MAJOR SUCCESS STORIES FOR THE PROGRAM IN THE DECADE OF THE 70'S WERE:

0 EVERY STATE NOW HAS A PERSON RESPONSIBLE FOR ADULT AND CONTINUING EDUCATION. TWENTY YEARS AGO, THERE WERE ONLY 14.

- O BETWEEN 1965 AND 1985, THE FEDERAL GOVERNMENT HAS APPROPRIATED WELL OVER A BILLION DOLLARS UNDER PROVISIONS OF THE ADULT EDUCATION ACT.
 - O THERE ARE SOME 60,000 STATE AND LOCAL STAFF INVOLVED IN ADULT BASIC EDUCATION, 75% ARE TEACHERS, 15% PARAPROFESSIONALS, 4% COUNSELORS, AND 8% STATE AND LOCAL SUPERVISORY PERSONNEL.
 - O INSTITUTIONS OF HIGHER EDUCATION ARE OFFERING SHORT-TERM TEACHER/TRAINING PROGRAMS AT TWICE THE RATE THEY WERE A DECADE AGO. THERE ARE NEARLY 100 GRADUATE PROGRAMS IN ADULT EDUCATION.
 - O ENROLLMENTS IN JUST THE FEDERAL ADULT BASIC EDUCATION EFFORT HAVE GROWN FROM 536,000 IN 1970, TO OVER 2.5 MILLION PER YEAR IN 1985.
 - O 1980 DATA INDICATED THAT THERE ARE 85,700 CLASSES BEING HELD. 58% ARE HELD IN THE EVENING. NEARLY HALF THE PARTICIPANTS ATTEND CLASSES IN A SCHOOL BUILDING, PRIMARILY A SECONDARY SCHOOL BUILDING, AND ABOUT 25% IN LEARNING CENTERS.
 - O THE MAJORITY (81%) OF THE PARTICIPANTS ARE LESS THAN 45 YEARS OF AGE.
 - O BLACK AND HISPANIC PARTICIPANTS COMPRISED ONE-FOURTH OF THE TOTAL ENROLLMENT.
- ADULT EDUCATION IS ALIVE AND WELL AND GROWING!

DURING THE MONTHS SINCE YOUR LAST ANNUAL CONFERENCE THERE HAVE BEEN MANY EXCITING AND NOTEWORTHY EVENTS IN ADULT EDUCATION AND IN VOCATIONAL EDUCATION:

- THE CONGRESS HAS REAUTHORIZED THE LEGISLATIVE MANDATES FOR THE ADULT EDUCATION AND THE VOCATIONAL EDUCATION PROGRAMS.
- THE PRESIDENT HAS APPOINTED A NEW SECRETARY FOR EDUCATION - WILLIAM BENNETT.
- THE NATIONAL LITERACY INITIATIVE IS CONTINUING ITS EFFORTS TO BRING A NATIONAL FOCUS ON ADULT LITERACY.
- PRIVATE SECTOR INVOLVEMENT AND SUPPORT IS EXPANDING RESOURCES TO ENHANCE EDUCATIONAL EFFORTS.

AND I KNOW THAT MANY EXCITING AND NOTEWORTHY EVENTS HAVE HAPPENED IN THE INDIVIDUAL STATES. IT IS AT THE STATE AND LOCAL LEVELS THAT ONE CAN SEE FIRST-HAND THE ACHIEVEMENTS TOWARD PROVIDING A SECOND CHANCE FOR EDUCATIONALLY DISADVANTAGED ADULTS. I KNOW THAT YOU SHOULD BE AND ARE PROUD OF YOUR EFFORTS -- THE EFFORTS OF YOU THE STATE DIRECTORS OF ADULT EDUCATION AND YOUR SUCCESSES THROUGH THE STATE-ADMINISTERED ADULT EDUCATION PROGRAM. WE ARE PROUD OF YOU ALSO.

I AM ESPECIALLY PLEASED TO WELCOME THE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION AND WOULD LIKE TO TAKE THIS OPPORTUNITY TO INTRODUCE THEM TO YOU. THE COUNCIL'S FINE WORK UNDER CHAIRPERSON LILY BALIAN AND EXECUTIVE

DIRECTOR RICK VENTURA IS APPRECIATED. CONGRATULATIONS TO RICK VENTURA ON HIS NOMINATION TO BE DEPUTY DIRECTOR OF ACTION. (NAMES ETC. OF THOSE IN AUDIENCE WILL BE PROVIDED)

AS YOU KNOW, REAUTHORIZATION OF THE ADULT EDUCATION PROGRAM WAS ENACTED THROUGH THE EDUCATION AMENDMENTS OF 1984. I AM SURE YOU ARE AWARE OF THE NEWLY AUTHORIZED NATIONAL ADULT EDUCATION DISCRETIONARY PROGRAM FOR RESEARCH, DEVELOPMENT, DEMONSTRATION, DISSEMINATION, AND EVALUATION. WHEN THE SECRETARY IS ABLE TO SET ASIDE FUNDS FOR THIS NEW AUTHORITY, WE WILL ASK YOUR HELP IN ESTABLISHING THE AREAS OF GREATEST NEED FOR THE USE OF THESE FUNDS. IN FACT, LOOKING TOWARD THAT TIME AND TO OTHER FUNDS WE MIGHT INFLUENCE AS WELL, HOWARD HJELM AND PAUL DELKER ARE ON THE AGENDA TOMORROW AFTERNOON, SESSION 5: "RAP SESSION ON NATIONAL PROJECT PRIORITIES."

THE PROPOSED REGULATIONS, PUBLISHED IN FEBRUARY, HAVE NOW BEEN FINALIZED. NEXT WEEK THE FINAL REGULATIONS WILL BE PUBLISHED IN THE FEDERAL REGISTER. THESE NEW REGULATIONS REDUCE THE ADMINISTRATIVE BURDEN ON GRANTEEES AND ALLOW MORE FLEXIBILITY IN PROGRAM ADMINISTRATION TO STATE EDUCATIONAL AGENCIES. COMMENTS ON THE PROPOSED REGULATIONS AND YOUR COMMENTS ON THE ISSUES WERE OF TREMENDOUS ASSISTANCE TO OUR STAFF IN DRAFTING THESE REGULATIONS. WE SINCERELY HOPE THAT YOU WILL FIND THEM A HELP IN YOUR ADMINISTRATION OF THE PROGRAM.

AT LAST COUNT, 20 OF YOU HAD RECEIVED APPROVAL OF YOUR STATE PLANS FOR FISCAL YEARS 1986-88. GRANT AWARDS WILL BE ISSUED AT THE END OF MY REMARKS. WE WILL HAVE A LITTLE PRESENTATION.

AT YOUR 1984 CONFERENCE I SPOKE WITH YOU ABOUT THE INITIATION OF OUR TELECOMMUNICATIONS NETWORK FOR ADULT AND VOCATIONAL EDUCATION. I UNDERSTAND THAT "ADVOC-NET" IS NOW ACCESSIBLE TO 31 OF YOU. IT HAS MADE OUR INTERACTIONS AND COMMUNICATIONS EASIER AND MORE EXPEDITIOUS. USE OF THE ELECTRONIC MAIL SYSTEM IN NOTIFYING YOU OF DEFICIENCIES IN STATE PLANS HAS ENABLED US TO GIVE APPROVAL IN A MORE TIMELY MANNER. I HOPE THAT THIS NEW TECHNOLOGY WILL SOON BE AVAILABLE TO OUR ENTIRE STATE AND FEDERAL ADULT EDUCATION FAMILY.

AT JUST ABOUT THIS TIME LAST YEAR WE WERE LAUNCHING A NEW INITIATIVE --THE SECRETARY'S AWARD FOR OUTSTANDING ADULT BASIC EDUCATION PROGRAMS. THESE AWARDS WERE SUGGESTED BY THE AD HOC ADVISORY COMMITTEE OF STATE DIRECTORS OF ADULT EDUCATION. THE SELECTION PROCESS SET UP FOR VOCATIONAL EDUCATION HAS BEEN USED AS A MODEL FOR OTHER PROGRAMS IN THE DEPARTMENT. THE SELECTION PROCESS FOR ADULT EDUCATION HAS MOVED ALONG SMOOTHLY. EACH STATE WAS AFFORDED AN OPPORTUNITY TO NOMINATE TWO OF ITS OUTSTANDING PROGRAMS. THE NOMINATED PROGRAMS WERE THEN EVALUATED UNDER THE LEADERSHIP OF OUR REGIONAL OFFICES. NO MORE THAN 3 OUTSTANDING PROGRAMS PER REGION HAVE NOW BEEN RECOMMENDED FOR CONSIDERATION BY THE AWARDS PANEL. THE AWARDS PANEL WILL MEET ON JULY 15-18 TO MAKE THE FINAL SELECTIONS.

SIX OF YOUR DISTINGUISHED COLLEAGUES ARE ON THE PANEL:

- GARY EYRE, AMERICAN COUNCIL ON EDUCATION
- PAUL JURMO, BUSINESS COUNCIL FOR EFFECTIVE LITERACY
- JUDY KOLOSKI, AMERICAN ASSOCIATION OF ADULT AND CONTINUING EDUCATION
- GRAZIA LUPI, ARLINGTON, VIRGINIA, EDUCATION OPPORTUNITY CENTER
- HAZEL SHOWELL, STATE DIRECTOR OF ADULT EDUCATION, DELAWARE
- MARY TURNER, FORMER DIRECTOR OF ADULT EDUCATION, DISTRICT OF COLUMBIA

WE ANTICIPATE PRESENTING AWARDS FOR THE OUTSTANDING ADULT BASIC EDUCATION PROGRAMS IN EARLY FALL. ACTIVITIES OF THIS NATURE BRING GOOD PUBLIC RELATIONS TO ALL ADULT BASIC EDUCATION PROGRAMS. AWARDS TO THE TEN OUTSTANDING PROGRAMS WILL BE PERSONALLY PRESENTED BY THE SECRETARY, UNDER SECRETARY, OR ASSISTANT SECRETARY. WE HOPE TO HAVE CERTIFICATES FOR ALL NOMINATED PROGRAMS.

LET ME TAKE THIS OPPORTUNITY TO REVIEW SOME OF THE MAJOR ACTIVITIES OF THE PAST YEAR THAT SUPPORT THE NATIONAL LITERACY INITIATIVE. TO A CONSIDERABLE DEGREE, WHAT HAS BEEN ACCOMPLISHED ARE YOUR ACCOMPLISHMENTS, FOR EVEN THOSE THINGS THAT YOU DID NOT INITIATE DIRECTLY WOULD NOT HAVE SUCCEEDED WITHOUT YOUR SUPPORT AND COOPERATION.

- THE NATIONAL LITERACY AWARENESS CAMPAIGN IS UNDERWAY IN 80 PERCENT OF THE TARGETED CITIES. THIS CAMPAIGN, MOUNTED BY THE COALITION FOR LITERACY AND THE NATIONAL ADVERTISING COUNCIL, IS DESIGNED PRIMARILY TO RECRUIT VOLUNTEER LEADERS AND TUTORS. IT ALSO DIRECTS PROSPECTIVE CLIENTS TO LITERACY PROGRAMS.
- 21 STATES HAVE SIGNIFICANT LITERACY ACTIVITIES AND 24 STATES ARE PLANNING INCREASED LITERACY ACTIVITIES. THESE ACTIVITIES INCLUDE THE ESTABLISHMENT OF STATE OR LOCAL COUNCILS, COALITIONS, AND CAMPAIGNS, AS WELL AS INCREASED STATE RESOURCES FOR LITERACY. CONGRATULATIONS TO YOU, THE STATE DIRECTORS OF ADULT EDUCATION, FOR YOUR RESPONSE AND HARD WORK IN THESE EFFORTS. AN OVERVIEW OF STATE INITIATIVES WILL BE PRESENTED AS A PART OF THIS CONFERENCE TOMORROW MORNING AND SIX OF YOU WILL REPORT ON YOUR STATE EFFORTS IN SOME DETAIL. WE LOOK FORWARD TO THESE REPORTS.
- 57 FEDERAL EXECUTIVE DEPARTMENTS AND AGENCIES ARE INVOLVED IN THE FELT (FEDERAL EMPLOYEE LITERACY TRAINING) PROGRAM. THIS PROGRAM RECRUITS VOLUNTEERS AND IDENTIFIES FEDERAL FACILITIES FOR LOCAL LITERACY ACTIVITIES.
- AN EXAMPLE OF INCREASED PRIVATE SECTOR INVOLVEMENT IS THE BUSINESS COUNCIL FOR EFFECTIVE LITERACY. THIS COUNCIL, ESTABLISHED LAST YEAR, SEEKS TO FOSTER GREATER CORPORATE AWARENESS OF ADULT FUNCTIONAL LITERACY AND TO INCREASE BUSINESS INVOLVEMENT AND SUPPORT IN THE LITERACY FIELD. THE REPORTS, WORKING PAPERS 1&2 COMMISSIONED BY THE COUNCIL AND ENTITLED TURNING ILLITERACY AROUND: AN

AGENDA FOR NATIONAL ACTION, ARE OF INTEREST TO ALL OF US. I'M SURE YOU'VE EITHER ALL READ THEM OR ARE IN THE PROCESS OF DOING SO. I READ THEM LAST WEEKEND AND RECOMMEND THAT YOU DO SO. DON MCCUNE HEADED THE PROJECT TO DEVELOP A PORTION OF THE REPORT ON SHORT-TERM RESOURCE NEEDS OF LITERACY PROGRAMS. LONG-TERM DEVELOPMENT NEEDS IN THE FIELD WERE EMPHASIZED IN THE CONTRIBUTION BY DAVID HARMAN. WE HAVE ASKED OUR NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION TO REVIEW THE RECOMMENDATIONS IN THESE WORKING PAPERS AND TO PROVIDE US WITH THEIR REACTION AS SOON AS POSSIBLE. THIS WILL THEN BE USED IN OUR NEXT BUDGET CYCLE -- FISCAL YEAR 1987.

THE PRECEDING ARE BUT A FEW OF THE ACTIVITIES OF THE NATIONAL ADULT LITERACY INITIATIVE. THESE AND OTHERS WILL BE FURTHER DISCUSSED LATER ON YOUR AGENDA.

RESULTING PARTLY FROM THIS NATIONAL INITIATIVE, MUCH NATIONAL ATTENTION HAS BEEN GIVEN RECENTLY TO THE NUMBER AND STATUS OF FUNCTIONAL ILLITERATES. SINCE THE ADULT PERFORMANCE LEVEL STUDY REPORTED IN 1975, WE HAVE HAD TO USE ITS DATA FOR ALL ESTIMATES. AN UPDATE IS OVERDUE.

BEGUN IN THE SPRING OF 1985, THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP), CONDUCTED BY THE EDUCATIONAL TESTING SERVICE UNDER THE DIRECTION OF ARCHIE LAPOINTE, IS SURVEYING A REPRESENTATIVE SAMPLE OF 20 MILLION YOUNG ADULTS THROUGHOUT THE NATION. THE GOAL OF THIS PROJECT IS TO PROFILE THE LITERACY SKILLS OF PERSONS AGED 21-25 THROUGH EXTENSIVE TESTING OF SOME 3,700 OF THESE ADULTS. OF THE APPROXIMATELY 20 MILLION PERSONS IN THIS AGE RANGE, WHAT PERCENTAGE:

- CAN'T SPEAK ENGLISH
- ARE "ILLITERATE" OR UNABLE TO USE PRINTED INFORMATION
- HAVE LIMITED INFORMATION-PROCESSING SKILLS
- HAVE MASTERED A FULL RANGE OF INFORMATION-PROCESSING SKILLS THAT CAN BE APPLIED IN NEW SITUATIONS

THE AGE GROUP 21-25 WAS SELECTED BECAUSE

- THEY REPRESENT ONE QUARTER OF THE WORK FORCE AND THE HIGHEST PROPORTION OF UNEMPLOYED
- THEY WILL BECOME SIGNIFICANTLY SMALLER IN SIZE AND CHANGE IN COMPOSITION DURING THE NEXT FIFTEEN YEARS
- THEY PROVIDE A COHORT GROUP WHICH CAN BE LINKED TO 9, 13, AND 17 YEAR OLDS WHICH NAEP CURRENTLY ASSESSES

THE STUDY SEEKS TO YIELD MORE DETAILED INFORMATION ABOUT LITERACY SKILLS AND READING PRACTICES THAN THAT AVAILABLE FROM TRADITIONAL LITERACY MEASURES. RATHER THAN CATEGORIZING ADULTS AS EITHER LITERATE OR ILLITERATE, THIS STUDY WILL CHARACTERIZE ADULTS IN TERMS OF WHAT THEY CAN AND CANNOT DO. DATA FROM THE NAEP SHOULD BE AVAILABLE IN APRIL 1986.

OUR HOPE IS THAT THE LITERACY MEASURES DEVELOPED IN THIS PROJECT MAY BE ADAPTED FOR USE IN A NATIONAL POPULATION SURVEY OF ALL ADULTS BY THE BUREAU OF THE CENSUS.

I WANT TO JUST MENTION BRIEFLY THE WORK OF TWO OF OUR TASK FORCES. OTHER TASK FORCES IN THE OFFICE OF VOCATIONAL AND ADULT EDUCATION ARE

- HIGH TECHNOLOGY
- DEFENSE PREPAREDNESS
- PRIVATE SECTOR/PARTNERSHIP
- CORRECTIONS
- RURAL EDUCATION

YOU MAY REMEMBER THAT ONE OF MY FIRST ACTIONS WHEN I BECAME ASSISTANT SECRETARY IN 1981 WAS TO ESTABLISH AN INTERNAL TASK FORCE ON ENTREPRENEURSHIP EDUCATION. THIS ACTION REFLECTED MY OVERALL PRIORITY TO PROMOTE ENTREPRENEURSHIP EDUCATION. I AM PLEASED WITH WHAT HAS BEEN ACCOMPLISHED: WE HAVE SERVED AS AN ADVOCATE AND A CATALYST FOR ENTREPRENEURSHIP EDUCATION; WE HAVE COORDINATED EFFORTS WITH OTHER GOVERNMENT AGENCIES; WE HAVE INITIATED A RANGE OF SPECIFIC DEPARTMENTAL ACTIONS AND NATIONAL PROJECTS; WE HAVE LOOKED TO THE FUTURE BY ANTICIPATING NEEDS AND ASSESSING THE PLACE OF ENTREPRENEURSHIP EDUCATION IN OUR EDUCATIONAL SYSTEM.

THE PRESENT ADMINISTRATION IS COMMITTED TO THE GOAL OF GREATER OPPORTUNITY FOR ECONOMIC PROGRESS AND INDEPENDENCE FOR ALL AMERICANS. UNDER PRESIDENT REAGAN'S RECOVERY PROGRAM, 80 PERCENT OF THE NEW JOBS ARE IN COMPANIES HAVING 20 OR FEWER EMPLOYEES.

ENTREPRENEURSHIP EDUCATION IS A UNIQUE EDUCATIONAL ENDEAVOR. IT CAN BE APPROACHED DIRECTLY BY MEANS OF SEPARATE PROGRAMS AND CLASSES; IT CAN BE APPROACHED AS AN INTEGRAL PART OF EXISTING VOCATIONAL, ADULT, AND ACADEMIC INSTRUCTIONAL PROGRAMS. THE CONCEPT OF INFUSING ENTREPRENEURSHIP THROUGHOUT OUR EDUCATIONAL SYSTEM MAY WELL BECOME A GUIDING THEME IN EDUCATION. ENTREPRENEURSHIP EDUCATION DOES AS MUCH IN TEACHING PEOPLE ABOUT OUR ECONOMIC SYSTEM, THE WORK ETHIC, INDIVIDUAL OPPORTUNITY AS IT DOES IN TEACHING THOSE COMPETENCIES NEEDED TO UNDERTAKE A BUSINESS VENTURE.

ANOTHER TASK FORCE SET UP AT ABOUT THE SAME TIME WAS THE ONE ON DEFENSE PREPAREDNESS. UNDER THE CO-CHAIRMANSHIP OF ASSISTANT SECRETARY OF DEFENSE LAWRENCE KORB AND MYSELF, WE HAVE ESTABLISHED THE JOINT DOD/ED COMMITTEE ON EDUCATION AND TRAINING FOR NATIONAL SECURITY. COLLABORATIVE EFFORTS BETWEEN THE DEPARTMENTS OF EDUCATION AND DEFENSE SEEK TO ENSURE INTERACTION BETWEEN THE EDUCATIONAL, INDUSTRIAL, AND MILITARY COMMUNITIES. MORE RECENTLY WE HAVE ESTABLISHED A WORKING GROUP TO CONCENTRATE ITS EFFORTS ON BASIC SKILLS EDUCATION. ANOTHER WORKING GROUP IS ADAPTING DOD-DEVELOPED INSTRUCTIONAL MATERIALS FOR USE IN THE CIVILIAN SECTOR; ANOTHER GROUP IS CONCERNED WITH RECRUITMENT OF RETIRED MILITARY PERSONNEL TO TEACH.

YOU MAY REMEMBER THAT IN 1977 AND IN 1983 THE GENERAL ACCOUNTING OFFICE (GAO) ISSUED REPORTS ON THE NEED TO ADDRESS ILLITERACY PROBLEMS IN THE ARMED SERVICES AND THE NEED TO RAISE BASIC SKILL LEVELS TO MEET JOB NEEDS. IN RESPONSE TO THESE GAO REPORTS AND CONGRESSIONAL GUIDANCE, THE ARMY ENTERED INTO A CONTRACT WITH RCA SERVICES COMPANY IN 1980. THE PURPOSE OF THE CONTRACT WAS TO ANALYZE EACH OF 94 MILITARY OCCUPATIONAL SPECIALTIES (MOS) AND THE SOLDIER'S MANUAL OF COMMON TASKS TO IDENTIFY SPECIFIC COMPETENCIES REQUIRED TO PERFORM EACH TASK. BASED ON THE ANALYSIS AND IDENTIFICATION OF REQUIRED SKILLS, EDUCATIONAL TESTING SERVICE (SUB-CONTRACTOR TO RCA) DEVELOPED LOCATOR AND DIAGNOSTIC TESTS TO DETERMINE WHETHER AN INDIVIDUAL POSSESSED THE REQUIRED COMPETENCIES. THE ANALYSIS AND TEST DEVELOPMENT WERE COMPLETED IN 1983. AS A FOLLOW-ON, FLORIDA STATE UNIVERSITY IS UNDER CONTRACT TO DEVELOP A 420-HOUR PROTOTYPE JOB SKILLS EDUCATION PROGRAM. THIS PROGRAM WILL INCLUDE INSTRUCTION TO REMEDY IDENTIFIED INDIVIDUAL DEFICIENCIES. THE CURRICULUM WILL BE COMPLETED IN 1986.

AS A RESULT OF THESE EFFORTS THE ARMY SHOULD BENEFIT IN TERMS OF TIME AND RESOURCES BY DELIVERING A MORE EFFICIENT AND COST EFFECTIVE BASIC SKILLS PROGRAM. THE CIVILIAN EDUCATION COMMUNITY MAY BE ABLE TO USE THE IDENTIFIED COMPETENCIES REQUIRED FOR MILITARY TRAINING TO PROVIDE NECESSARY PREPARATION FOR STUDENTS WHO WISH TO ENLIST IN THE ARMY AFTER COMPLETING HIGH SCHOOL. IT MAY ALSO BENEFIT FROM THE ANALYSIS AND DEVELOPMENTAL EFFORT BY USING THE PRODUCTS FOR CLOSELY RELATED VOCATIONAL SKILL AREAS IN THE CIVILIAN SECTOR.

OUR REPRESENTATIVES ON THE BASIC SKILLS TASK FORCE ARE IN THE PROCESS OF REVIEWING PRODUCTS FROM THESE CONTRACTS TO DETERMINE ADAPTABILITY TO CIVILIAN ADULT AND VOCATIONAL EDUCATION PROGRAMS.

IN CLOSING, I WANT TO REITERATE: THIS IS A TIME OF GREAT OPPORTUNITY, PARTICULARLY IN THE LIGHT OF THE NEWLY REAUTHORIZED ADULT EDUCATION AND VOCATIONAL EDUCATION LEGISLATION AND THE NEW NATIONAL ATTENTION BEING GIVEN TO LITERACY.

I'D LIKE TO CONCLUDE BY COMMENTING ON WHAT SECRETARY BENNETT HAS CALLED A "NEW TRILOGY OF IDEAS." IN A RECENT ADDRESS BEFORE THE NATIONAL PRESS CLUB, THE SECRETARY SAID, WE "MUST NOW SUPPLEMENT THE THREE R'S" WITH WHAT HE CALLS THE THREE C'S -- CONTENT, CHARACTER, AND CHOICE.

WHAT CAN WE IN ADULT AND VOCATIONAL EDUCATION DO TO IMPLEMENT SECRETARY BENNETT'S THREE C'S? LET'S LOOK AT CONTENT.

AS SECRETARY BENNETT HAS SAID, "THE CONVERSATION ABOUT EXCELLENCE IN AMERICAN EDUCATION IS WELL UNDER WAY." ADULT EDUCATION (LITERACY) HAS BEEN A PART OF THAT CONVERSATION. A NUMBER OF REPORTS ON EDUCATION HAVE PROVOKED NATIONWIDE DISCUSSION ABOUT THE WAYS WE CAN IMPROVE THE QUALITY OF EDUCATION IN AMERICA. ALL EDUCATORS MUST WRESTLE WITH THE QUESTION, WHAT SHOULD BE INCLUDED IN THE CURRICULUM THAT WILL ENCOURAGE EACH STUDENT TO REACH HIS OR HER FULL POTENTIAL, PERSONALLY AND PROFESSIONALLY?

FIRST, WE MUST BE CONCERNED WITH MAKING STUDENTS WANT TO LEARN; WE MUST BE CONCERNED WITH MOTIVATION. SECRETARY BENNETT HAS SAID, "GOOD TEACHERS CAN AND WILL VARY THE PEDAGOGY ... BUT THEY WILL ALSO RETAIN THE SUBSTANCE." GOOD ADULT EDUCATION DOES NOT LOSE THE SUBSTANCE -- IT VARIES THE PEDAGOGY, ACCOUNTING FOR THE PARTICULAR APTITUDES, SKILLS, AND LEARNING STYLES OF EACH STUDENT.

WE MUST BE CONCERNED WITH TEACHING STUDENTS "HOW TO LEARN" AND HELPING THEM REALIZE THAT PERSONAL AND PROFESSIONAL PREPARATION AND ATTAINMENT IS A LIFELONG PROCESS THAT DOESN'T STOP WHEN ONE IS GRANTED A CERTIFICATE OR DIPLOMA.

JOB PREPARATION, UPGRADING, AND RETRAINING IS ONLY ONE PART OF ADULT EDUCATION, BUT IT IS AN IMPORTANT PART. ADULTS, APPRECIATING THE VALUE OF SKILL UPGRADING, ARE MOTIVATED TO ENTER ADULT EDUCATION PROGRAMS. WE ARE REMISS IF WE DO NOT HELP PREPARE OUR STUDENTS FOR THE JOBS OF TOMORROW. WE MUST CONSTANTLY ENSURE THAT THE CONTENT OF OUR CURRICULUM REFLECTS THE CHANGES IN TECHNOLOGY.

ON CHARACTER, I HAVE SAID BEFORE THAT ANY EXAMINATION OF OUR SCHOOLS MUST NOT BE DONE IN A VACUUM. ONE OF ADULT EDUCATION'S FINEST CONTRIBUTIONS TO A STUDENT'S DEVELOPMENT IS THE DEVELOPMENT OF "CHARACTER" -- AN UNDERSTANDING OF BOTH THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP AND THE VALUE OF WORK.

THE THIRD C IS CHOICE. SECRETARY BENNETT REFERS TO THIS AS "THE KEY THAT WILL OPEN THE DOOR TO BETTER EDUCATION FOR ALL AMERICANS." NOW IS THE TIME FOR US TO STUDY AND CONSIDER ALTERNATIVE FUNDING SUCH AS TUITION TAX CREDIT, INCENTIVE GRANTS, AND VOUCHERS.

THIS IS A TIME OF GREAT OPPORTUNITIES. TAKE ADVANTAGE OF THESE!